I. Set up, Welcome, and Introductory Remarks

Time: 9.05/17.05 – 9.15/17.15
Intercultural rhetoric, Alyssa O’Brien opening remarks:

- Look at Collaborative Instructor Blog from October 2006.
- Hear about the goals of this project (funded by the Wallenberg Global Learning Network)
- Learn key theoretical points about intercultural theory and information communication technology theory
- Set up for Activity today: the Virtual Student Conference

II. Small Group Analysis – Working in Globally-Distributed Teams

Time: 9:15-9.45/17.15-17.45

Analyze, with rhetorical eyes, the collaborative blogs in your groups. Review the entries and the comments posted on your group’s collaborative blog. Meeting virtually through Marratech, take time now to discuss, as a globally-distributed team, the analyses and comment threads posted by the different members of your group.

Briefly talk through all the cultural/rhetorical artifacts, analyses and comments. Answer the following focusing questions:

- What was particularly interesting about the text chosen for analysis?
- What were the most provocative points of written analysis?
- How did the analyses engage questions of cross-cultural rhetoric?
- How did the comments to the original posts build upon or enrich the overall analysis of the artifact? Did the comments offer additional insight into cross-cultural or intercultural differences?
- What did you learn about cultural differences from this activity (such as Sweden Lagom or American assertiveness)?
- What did you learn about communicating through technologies such as Blogs?

III. Collaborative Activity

Collaboration Prep time: 9:45-9.55/17.45-17.55
Presentation Time: 10.00-10.20/18.00-18.20 (5 minutes per group)

Return via Marratech to Present Group work in closing “Virtual Student Conference”
You will present your responses to the other groups at the end of this session.

Building on your small group analysis in Part II, pick ONE of the four collaborative blog artifacts, analyses, and comment threads. You will present this example to all the other groups.

- Presentations will be 5 minutes long per group
- Everyone in the group should have a speaking role; presentation responsibilities (topics, content, order of speakers) should be clearly assigned.
Presentations should focus on the following:
- Provide an overview and explanation of the artifact
- Present key points of the small group work (answers to part II above) concerning the artifact, the written analyses, and the comments
- The authors of the original blogpost that contained the artifact and rhetorical analysis should not be the speaking leads in the presentation; it is important that speaking responsibilities are evenly distributed. Present part that is new to you.
- Identify what the group learned about different cultural perspectives from the blog assignment and from this final small group analysis activity.
- Explain what the group learned about communicating through technologies such as collaborative blogs

You will deliver your collaborative presentation to the other groups at the end of this session for our “virtual student conference.”

IV. Debrief in a Joint Session

Time: 10.20-10.40/18.20-18.40
Instead of separate debrief sessions, this last time we will hold a joint debrief session. If possible, all students on both sides should move, physically, into one large room (so that spatially we can see everyone in a large group on each side.)
Debrief questions (feel free to be creative in answering these – generate a top ten list?):

- What did you learn from this project overall?
- What did you learn about different cultural perspectives from this project?
- What new understanding of cultural approaches to text have you gained? These might be about another person’s culture or a new understanding of your own culture?
- What have you learned about digital rhetoric (on the blogs) as a communication mode determined by cultural exigencies?
- What have you learned about how cultural aspects shape writing, approaches to collaboration, ways of speaking in groups, and strategies for presenting to others?
- What were the best parts and worst parts of this collaboration?
- How has this project changed you? As a student, a learner, a citizen of the world?

V. Post-Video Conference Activities

1. Please compose a letter to the PI (Principal Investigator) at your university:
Offer a serious reflection on what you learned from participating and collaborating in the Wallenberg Global Learning Network (WGLN) Project on "Developing Intercultural Competencies through Collaborative Rhetoric." This letter should be written after the final video conference and addressed to the PI on each side. The letter can be written in either English or Swedish and posted online (coursework or WebCT).

2. Please complete the exit survey for this project at http://www.stanford.edu/group/ccr/surveyW07/CCRevalW07.fft

3. Join our Facebook group!! “Cross-Cultural Rhetoric” http://facebook.com